

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -6 PM 12:40 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Pioneer Technology & Arts Academy	057850		
Vendor ID #	ESC Region #		
	10		
Mailing address	City	State	ZIP Code
3200 Oates Drive	Mesquite	TX	75150

Primary Contact

First name	M.I.	Last name	Title
Shubham		Pandey	Superintendent
Telephone #	Email address		FAX #
9723759672	shubham@ptaaschool.org		

Secondary Contact

First name	M.I.	Last name	Title
Barbara		Hirsch	Grant Coordinator
Telephone #	Email address		FAX #
2103780718	Bhirsch40@gmail.com		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Shubham		Pandey	Superintendent
Telephone #	Email address		FAX #
9723759672	shubham@ptaaschool.org		
Signature (blue ink preferred)		Date signed	

01/29/17

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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ZZZZZZZZZZ

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057850

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Pioneer Technology and Arts Academy – Mesquite

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Pioneer Technology & Arts Academy – Mesquite (PTAA- Mesquite) is requesting funds from the 2018 – 2019 Technology Lending Grant in support of the implementation of an on-campus technology lending program to increase student access to the technological equipment necessary to increase digital instruction in courses as well as increase student digital and STEM literacy. The goals of the Technology Lending Grant fully align with the school's mission to empower and engage students to reach their full potential as global STEM leaders who will enhance their communities and the world through creativity, collaboration and innovation. PTAA will use grant funds to improve academic achievement of a student population consisting of primarily educationally disadvantaged students in the East Dallas area.

Throughout the duration of the grant, the education goals of PTAA include 1) increased academic achievement on STAAR examinations by all students and targeted subpopulations, especially in Math and Science tested areas, and 2) increase in student enrollment and interest in STEM course/pathways whereas the operational goals include the recruitment and training of a faculty qualified to carry out the continued improvement of PTAA- Mesquite on the Texas Long Range Plan for Technology (LRPT). The overarching goals of PTAA are fully aligned with the goals of this grant to support and expand the access of digital instructional technology to students and to benefit educationally disadvantaged children. The budget for this grant was determined after a thorough needs assessment, conducted by school leaders and key stakeholders. The needs were then prioritized to meet the requirements of the grant as well as the immediate necessities to meet the needs of the students. The \$50,000 grant budget will be used to purchase the following technological devices: 25 Dell i7 inspiron series personal computer laptops, 25 Galaxy S3 tablets , 25 Hotspot hardware with wireless subscriptions. The technology equipment will be provided at no cost to offer the students through a thoroughly planned check out/check in process (managed by school personnel) as a means to further supplement and enhance the program currently offered by the school to prepare STEM literate, college and career ready students.

Since opening in the 2016 – 2017 school year, PTAA's mission has been to prepare students for high demand college and careers (specifically Computer and Software Engineering disciplines) in the 21st century by engaging them in interdisciplinary thinking required of true STEM professionals, which in turn will develop greater student problem solving and critical thinking skills as well as greater understanding of STEM concepts and principles (Ashgar et al, 2012; Ertmer & Simons, 2005; Roberts & Cantu, 2012; Honey, Pearson, Schweingruber, 2014; NCTM, 2000). Because the students of today are exposed to an increasingly digital world characterized by increased capacities of networking, collaborating and technological advancements, PTAA has recognized the need for a new kind of student who is not only competent enough in the STEM disciplines but also is computer literate as well. These goals are apparent in every element of design of the PTAA curriculum, instruction, and whole school infrastructure by focusing on establishing a strong project-based curriculum, workplace internships and experience, and a college-going culture. During their years at PTAA- Mesquite, students are offered opportunities to take Advanced Placement courses, Project Lead the Way Computer Science and Engineering courses in addition to the foundation courses offered as part of the Foundation +Endorsement plan.. In these courses, PTAA teachers expose students to a variety of technological applications intended to add dimension to their courses. Students are encouraged to use software such as Microsoft powerpoint, Prezi, PowToons, etc. to deliver engaging audiovisual presentations to a variety of audiences in English and Social Studies core courses. Students learn to utilize spreadsheet software, such as Microsoft Excel or Google Suite, to collect and analyze data in Science courses. Last, students even have the opportunity to develop software applications as well as use Computer-aided- Design (CAD) software in the Project Lead the Way courses, offered as STEM electives to all students. As part of the unique PTAA design, students are both encouraged to begin dual credit courses as early as 9th grade to be able to

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

earn an associates degree by graduation as well as encouraged to participate in an international or local independent study in the student's senior year with an industry mentor in a computer or software engineering related field. Given the emphasis on technological proficiency in all courses, students who do not have continuous, long-term access to technology are a severe disadvantage for understanding, completing, and extending work.

The Technology Lending grant would aid PTAA- Mesquite in provided much needed technological access to its students as a means to further prepare enhance their college and career readiness as well as allow them to experience the full benefit of the STEM-focused, TEKS- aligned curriculum and instruction offered at PTAA. Currently, PTAA- Mesquite serves a student body consisting of 212 students in the 6th – 9th grade. The student population is approximately 78% Economically Disadvantaged , 60% At-Risk, and 65% first generation college going students with ethnic breakdowns of 50% Hispanic, 20% Black and 20% white student population, thereby meeting the targeted groups of the Technology Lending grant. Basd upon a recent survey, of the 212 students, approximately 46% have no computer access with internet at home, 20% of students only have limited phone access for internet, 10% of students only have limited tablet access for internet, and 24% of students have no internet access at home. Given these high numbers, many of the PTAA students must look to school resources in order to complete assigned school work and receive maximum educational benefit. In providing these technological resources to students through a detailed program characterized by a no cost, high accountability system, PTAA plans to accomplish the following goals:

- **Increase student performance in Math and Science:** The PTAA district utilizes Singapore Math for Mathematics and STEMscopes for Science curricula. In order to meet the performance standard as outlined by the TEKS, individual students may be in need of personalized educational enrichment or intervention activities that differ from what the mainstream class maybe studying. The currently purchased curriculum do have online components, to which students would have unlimited access when utilizing the technological resources provided by the Technology Lending grant. Students would be able to access the online componeents to complete as homework or additional classroom activities. In addition, teachers would be able to assign online virtual resources, such as PHET simulations award winning virtual lab activities or Khan Academy practice, to struggling students.
- **Increase STaR rating to Target Tech in all areas:** Since opening in Fall 2016, PTAA has placed STEM literacy at the center of its school infrastructure and culture. As part of its ongoing initiative, the PTAA district utilizes the Texas STaR chart, which is an a tool that allows the campus to assess the technology readiness of its teachers and the campus as a whole. Wit the purchase of the technologid devices, the PTAA campus would shift its device to student ratio from 1:3 to approximately 1:2 device per student. Shifting closer to a 1:1 campus will allow the instructors more targeted opportunities to improve on the STaR chart in individual areas. These areas will be added to classroom observation tools as targeted areas throughout and after the duration of the grant. Targeted professional development will be offered to teachers in any areas of defieny to allow them to reach Targeted Tech in the specified focus areas on the chart.
- **Increase number of students and families with access to school's online resources and curriculum for completion of assignments, viewing of grades, attendance, teacher communications:** Utilizing grant funds, PTAA will provide students and families access to portable internet service via hotpots as well as laptop devices. Together, these devices will allow students to have access to the school's online resources and communication systems intended to buikd a stronger parent-school-student network to better support the student's social, emotional, and academic achievement.
- **Increase teacher's use of digital resources curriculum, classroom assignments, remediation, extra credit, tutorials:** A core component of PTAA curricula and instruction is the use of Project- based learning (PBL) in the classroom. The important concept of PBL to note is the student generated pathways and products. Students are being called upon more and more to create/ generate new meaning of knowledge for themselves using a multitude of technological tools, therefore educators are called upon to develop personalized student centered learning structures that allows the student to utilize technology to create a product (Harris, Mishra, & Koehler, 2009). The provision of these resources would allow teachers the opportunities to increase technological incorporation and expectation of student delivery regarding technology.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$50000	\$0	\$50000
Total direct costs:			\$50000	\$0	\$50000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$50000	\$0	\$50000

Administrative Cost Calculation

Enter the total grant amount requested:	\$50000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$7500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057850		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$0
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057850		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$0
Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057850		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057850			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Laptops (est qty)	25	\$1000	\$25000
2	Tablets (est qty)	25	\$400	\$10000
3	Information Technology Systems:		\$	\$
4	Hotspot hardware and subscription (est qty)	25	\$600	\$15000
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$50000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 057850										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	400	80%	60% At-Risk, 65% 1st Generation College Going-estimated based on current population											
Limited English proficient (LEP)	150	30	Estimated based on current population											
Disciplinary placements	0	0%												
Attendance rate	NA	96%	Estimated based on current percentage											
Annual dropout rate (Gr 9-12)	NA	0%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:	<input type="checkbox"/> Public	<input checked="" type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							150	130	120	70	30			500

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment consisted of a comprehensive review of multiple sources of relevant data such as the Technology Lending Program Guidelines, the Long Range Planning Technology(LRPT), and the 2006-2020 Campus STaR Chart. After completion of the review, Pioneer Technology & Arts Academy (PTAA) leadership team conducted a review of the current technological state of the Mesquite campus that included the following: PEIMS data, the updated standards of Technology Applications Texas Essential Knowledge and Skills-TA-TEKS, assessment data (STAAR, ITBS, TELPAS), a technology audit and an informal survey of current students to determine access to technology at home. PTAA-Mesquite is in the Developing Phase of LRPT and currently has no technology lending program. Using Charter School Start Up Grant funds, the district purchased 50 laptops, 30 tablets and 30 Virtual Reality hardware components during its first year of operation in the 2016 – 2017 school year, allowing it to have a 3:1 student to device ratio. Even with these devices, the need for greater technological access is still apparent. The student survey revealed that 46% of students have no computer access with internet, 20% of students are without internet access or have limited phone access for internet, 10% of students are without internet access or have limited tablet access for internet, and 24% of students have no access to technology outside of school.

The Mesquite campus has 78% Economically Disadvantaged student, 60% At-Risk, and 65% first generation college going students. Many students who enroll are one to two grade levels behind in math and/or reading and technology plays an integral part in their progress toward mastery of grade level concepts. In its first year, PTAA-Mesquite achieved almost double the college readiness scores on STAAR testing. The mission of PTAA is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. Students choose to attend PTAA-Mesquite for access to a technology-rich, STEM and Liberal Arts curriculum that allows them to graduate with an associates degree, college credits, industry certification and real world work experience beginning in 9th grade. The budget for this grant was determined after the needs were prioritized based on overall impact and alignment with goals and objectives of the grant program, the mission and vision of the school, and the success of each student. There is a need to focus on math and science strands of the curriculum and the grant funds will allow students access to technology to increase their understanding of those specific curricular areas.

PTAA-Mesquite's existing needs and opportunities for growth were highlighted with the use of the Texas Campus STaR Chart. Currently, there is no technology lending equipment available to students so this will be the implementation year for PTAA-Mesquite Technology Lending Program. With our Technology Lending Program, PTAA-Mesquite projects to serve an estimated 500 based on projected enrollment for 2018-19 school year. Because of the large percentage of economically disadvantaged students attending PTAA-Mesquite, the student population in general is at greater risk for academic failure and general disengagement with school and the learning process. Because of their socioeconomic status, few of PTAA-Mesquite's students are able to afford electronic learning devices that would allow them to access digital content, or afford to pay for internet access at home. Due to this factor, PTAA-Mesquite decided to provide the tablets and hotspots with Internet service subscription included. By doing this, the device would be available to the student exclusively and expands the connection opportunities beyond home and school giving the student unlimited, true access to digital tools and resources twenty-four hours a day, seven days a week.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To Increase student performance in math	Using grant funds, PTAA will implement a Technology Lending program to allow students access to an individually assigned portable technology device for instructional use. Through the use of these devices, students will be able to engage in individualized math interventions and acceleration components of the district math curricula and various other scientific tools designed to provide a personalized approach to the TEKS- aligned curricula. These components can be assigned online to individual students and completed as part of the student's personalized educational plan and differentiated instruction
2.	To increase student performance in science	Using grant funds, PTAA will develop a technology lending program that will allow students to have access to an individually assigned portable technology device for instructional use. Through the use of these devices, students will be able to engage in individualized science interventions and acceleration components of the district science curricula, STEMscopes and various other scientific tools designed to provide a personalized approach to the TEKS- aligned curricula. These components can be assigned online to individual students and completed as part of the student's educational plan.
3.	Improve the infrastructure of the technology component of the Texas STAAR chart	Using grant funds, PTAA will increase student access to technology, which was identified as a primary deterrent for moving the district to Target Tech area of the Texas STAAR Chart.
4.	Increase number of students and families with access to school's online resources and curriculum for completion of assignments, viewing of grades, attendance, teacher communications.	Using grant funds, PTAA-Mesquite will implement a technology lending program that will allow students and their families to have access to digital content and internet access for educational use through assigned portable technology device and hotspots with embedded internet access for use at home and at school, increasing equitable access
5.	Increase teacher's use of digital resources curriculum, classroom assignments, remediation, extra credit, tutorials.	Using grant funds, PTAA-Mesquite will increase the number of students that will be able to access the school's online resources, Teachers will be able to make greater use of online resources, including: online access to class assignments, extra credit assignments, remediation and tutorial software, and innovative practices such as flipped classrooms.

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Schedule #14—Management Plan

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	5 years experience in education leadership, operations, and management; Master's degree and/or principal certification required or in process; demonstrated ability to lead/manage others and improve student achievement.
2.	Technology Coordinator	2 years experience in technical support. Degree in IT related field required or in process; Experience managing school-based technology program preferred; Strong organizational and communication skills.
3.	Teachers	Highly qualified as defined by NCLB; Bachelor's degree and certification in the subject matter(s) taught required or as appropriate to the position); demonstrated competence in teaching.
4.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By May 2019, 90% of all students exhibit proficiency in grade appropriate tech literacy	1. Purchase of grant technology devices	05/01/2018	08/30/2018
		2. Establish baseline survey of student tech skills	05/01/2018	10/01/2018
		3. Teachers incorporate technology skills into courses	08/30/2018	05/30/2019
		4. Assessment of student technology skills	03/30/2019	05/30/2019
		5. Adaptation of goals into CI planning	05/02/2019	07/31/2019
2.	By Jan 2019, 90% of PTAA instructors score at the Target Tech level on the STaR chart	1. Establish baseline survey of teacher tech skills	05/01/2018	08/30/2018
		2. Targeted PD to assist teachers in tech skills	05/30/2018	12/30/2018
		3. Targeted implementation of tech skills	08/30/2018	05/30/2019
		4. Assessment of incorporation of technology	04/30/2019	05/30/2019
		5. Adaptation of goals into CI planning	05/02/2019	07/31/2019
3.	By June 2019, 90% of students will achieve acceptable rating on STAAR tests, 85% will achieve Advanced Level III rating	1. Collect and analyze student baseline data	08/31/2018	10/01/2018
		2. Collect/aggregate 2017/18 STAAR data	10/01/2018	06/30/2019
		3. Collect ongoing summative data for students	01/01/2019	05/30/2019
		4. Analyze ongoing summative student data	01/25/2019	05/30/2019
		5. Collect/aggregate 2017/18 STAAR data	06/01/2019	08/30/2019
4.	By Spring 2018, 75% of students meet Advanced Level III ratings in Math and Science.	1. Teachers attend training in incorporation of tech to differentiate learning	05/15/2018	12/30/2018
		2. Teachers utilize strategies to differentiate instruction in Math and Science	08/15/2018	05/30/2019
		3. Teachers attend supplemental training for STEM/PBL	08/30/2018	05/30/2019
		4. Teachers incorporate technology into PBLs	08/30/2018	05/30/2019
		5. Teacher, parent, and student evaluation survey	04/30/2019	05/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring PTAA-Mesquite's Technology Lending Program will consist of ongoing, reciprocal communication between the Campus Leadership Team, Technology Coordinator, Teachers/Staff, Students, Parents and Community Partners. Technology Lending Grant progress sessions will be added to the agenda of regularly scheduled staff and Parent and Teacher Organization (PTO) meetings. These meetings will be brief but will provide information regarding the technology lending program and quantitative evidence of usage and progress. Issues with maintenance, access or usage that arise during these sessions, will be recorded and corrective action taken.

To provide for feedback and continuous improvement, the designated grant coordinator will monitor the overall campus use and progress of the devices and digital content through report findings to the technology leadership team, administrative team, and campus on a monthly basis.

Teachers will be responsible for monitoring classroom use and progress of the devices and digital content and completing a weekly grade level Usage and Progress Report. Student level of engagement and sources of problems will be tracked regularly. This report will also allow teachers to share comments and suggestions with the grant coordinator. A Pre/Post survey will be given before technology is assigned and when it is returned. At the end of each six weeks, online surveys will be given to students, teachers, and parents using online survey systems to quickly accumulate data and analyze it. All of the collected data will be used to ensure continuous improvement. Necessary adjustments are made after approval from the technology leadership team. Each semester all reports are reviewed to detect patterns that may be emerging; at the end of each year, a list of successes and challenges will be created for the following year.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When initially opening in the 2016 – 2017 school year, PTAA furnished each classroom with sufficient access to technology equipment such as portable laptop sets, digital cameras, etc., as well as provided instructors training in the effective use of technology within the classroom. While these established goals are currently underway, the funds from the Technology grant will be used to purchase portable technology resources that the students can bring with them to each class as well as take home to continue any work from school. These two initiatives, though progressing towards the same goal of establishing a technology focused campus, approach the same goal from two different perspectives.

The coordination and management of all grant funds is the primary focus of the PTAA Superintendent. Maximizing the effectiveness of the grant funds is paramount to the success of the school and is supported by PTAA's Board of Directors, who are charged with the financial and academic success of the school. The Superintendent and other grant personnel regularly report to the Board of Directors in an effort to adequately align resources independently to provide maximum efficiency in grant requests and expenditures. Additionally, on a quarterly basis, the Grant coordinator will have direct access to the Board of Directors in an advisory capacity to ensure the commitment to the planned project is executed fully and as prescribed. Strategies will be adjusted as needed to ensure that grant goals and objectives remain a priority.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Analysis of effectiveness of student access to technology – Quantitative & Qualitative	1.	Number of students checking out laptops as part of the program
		2.	Weekly usage logs of devices
		3.	Bytes of data used on the hotspots
2.	Analysis of overall student achievement – Quantitative & Qualitative	1.	Growth in student achievement in TA-TEKS
		2.	Growth of student achievement in STAAR math
		3.	Growth of student achievement in STAAR science
3.	Analysis of effectiveness of use of online resources Qualitative and Quantitative	1.	Decrease in number of students retesting in math
		2.	Increase in PSAT/SAT/ACT/TSI scores
		3.	Increase in students creating college contacts
4.	Analysis of effectiveness of teacher curricular incorporation of technology	1.	Increased technology mastery and knowledge of teachers
		2.	Increased use of lesson plans incorporating digital resources
		3.	Increase in flipped classrooms
5.	Analysis of effectiveness of Professional Development in progress on STaR chart	1.	Increased rating from Dev. Tech to higher in Infrastructure
		2.	Increased rating from Dev. Tech to higher in Teaching & Learning
		3.	Increased Summary Dev. Tech to higher for Campus and Teacher

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing processes that will be used to identify and correct any problems that may occur during the grant period will include, but not limited to: data from Student/Teacher/Parent Pre/Post Surveys and Interviews, evaluation of Benchmark/Assessment Scores and Grades, Analysis of Digital Content Reports and Teacher Professional Development, Classroom Observations, and STaR Charts progress areas.

PTAA-Mesquite will work closely with its Technology Coordinator to obtain information about any problems arising throughout the grant program related to infrastructure (including server capacity), internet access (both at school and residential), ongoing repair and maintenance, and overall statistics related to utilization. The principal and the teachers in middle and high school grades will also work closely together to analyze the effectiveness of the instructional and curricular component of the technology lending program. Anecdotal and assessment data will be used to help identify the strengths of the program as well as any areas that may need improvement.

A team consisting of technology coordinator, grant coordinator, superintendent, a teacher from each grade level, and parent and community stakeholders will be formed to analyze and discuss the data collected at each of the checkpoints to determine if any changes need to be made to the program. This is in addition to the required data collection and reporting required for the performance measures for the Technology Lending Program. This information will be regularly reported to the Board of Directors to ensure that grant goals and objectives remain a priority.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057850

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA currently has 50 laptops and 30 tablets and 30 Virtual Reality Hardware, purchased with initial Start Up Grant funds. These technology components are used in classrooms to deliver and complement instruction, and currently exist in sufficient numbers to create an approximate 3:1 ratio of students to device. PTAA does not have a technology lending program, however it does have resources that will allow it to be successful in implementing this grant. PTAA currently has a Wi Fi set up on the campus to accommodate existing technology devices. PTAA has MOUs with Richland Community College, and Sigma Surveilllance Inc., among others, to provide students with Dual Credit, industry certifications and real world work experiences in high demand high paying fields. The district leverages funding, partnerships and stakeholders to maximize the impact of programs so each student is successful.

PTAA aggressively pursues grant funding from federal, state and corporate sources to enhance the educational opportunities for underserved students. The district budget pays for Project Lead The Way and other strong curriculum to prepare students for college and career readiness in the 21st century global economy.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057850

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of PTAA is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration, and innovation. PTAA's promise is that each student will reach full potential in a global society. Our STEM focus uses technology to innovate, to foster collaboration and creativity through project-based learning in the classroom. This grant will strengthen our mission to offer equitable access to underserved students to the best education possible in the 21st century.

A critical component of PTAA's focus on STEM literacy is its incorporation of PBLs into the classroom. Problem Based Learning (PBL) is an instruction methodology based in real world context that requires students to work collaboratively with peers, teachers, and community members to develop innovative solutions to real word problem based upon state standards. Throughout the process of PBL at PTAA, students are required to utilize current technology to connect and share information with project collaborators around the world. The end goal is for students to develop the skills and content to be successful in the 21st century workplace while developing a deeper understanding of their studied content area. In an ideal PBL at PTAA, students and teachers work together to select an appropriate challenge and essential questions that are both relevant and meaningful to the students (Apple, 2010). Overall, the students seem to be expected to be responsible for their own learning by governing how the content is meaningful to them through their solution, whereas the instructor acts as a facilitator. The benefits of PBL are that it can both increase student content knowledge while enhancing their problem solving abilities. NCTM (2000), NGSS Science and Engineering Practices (2010) and CCSS-MP (2010) all emphasize the ability of problem solvers across disciplines to develop innovate solutions and then communicate and defend their justifications to peers and other relevant communities. PBL directly asks students to do this same step, but also considers the global community. Through the use of technology, students are addressing the demands that globalization has placed upon the classroom. Technological advances in the market have called for our educational system to produce students who possess the skills necessary to be successful within the global market. Such skills include but are not limited to the ability to professionally collaborate and interact with people in different geographical locations, across different languages and cultures (Stewart, 2010). Educators at the state, district, and local levels are being called upon to develop curriculum programs with an emphasis on providing students with authentic, work based, experiential, standards based learning experiences that support the development of STEM Literacy and 21st century competencies, such as collaboration, communication, innovation, critical thinking and problem solving. The successful 21st century workers must be competent enough in the global market to form and maintain international partnerships. PTAA's PBL enhances students' ability to do this by calling for the increased use of technology through solving global challenges that affect more than just the local community.

The lending program aligns with the existing mission and goals of PTAA because it provides technology and internet access to Mesquite students thereby giving students access, from home and school, to all of the server and web-based programs PTAA has acquired to help our students learn, allowing students and their families to become better digital citizens. The Technology Lending Program will help Mesquite students improve their academic performance, and skills for college and the workforce.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057850

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Utilizing grant funds, PTAA - Mesquite will provide students with access to 25 mobile hotspots with subscriptions to wireless 4G service through AT&T (or a similar network provider). These portable hotspots have the capacity to connect to available 3G and/or 4G cellular networks from their providers. According to AT & T cellular coverage maps, AT & T has an approximate 100% Voice wireless coverage available to all areas in the state of Texas. In addition, the mobile hotspots are able to wirelessly share its data connection with other nearby (within 30 feet or so) Wi-Fi-enabled gadgets depending on the device and the carrier. These devices have the capacity to work throughout the entirety of the Dallas metropolitan and suburban areas, thereby providing students unlimited access to internet regardless of the general vicinity, including during transportation via car or bus. In the event that these devices do enter an area in which 3G or 4G reception is low, the devices are capable of connecting to any existing wireless signal nearby. Data regarding the incidence of occurrence for these events as well as overall Wi-Fi speed will be regularly examined and resolved with the internet service provider to ensure that students are receiving quality wireless speeds. Since the hotspots are portable, there is no need for installation or change of any kind to student residences.

The availability of the hotspots will be determined on an as-needed basis, with the highest priority going to students who reported not having access of any kind. Prior to being able to check out the hotspots and other devices, students and parents will need to attend a brief training regarding appropriate use of the devices and procedures for reporting loss, damages, or repair requests. During this precursory training, PTAA will emphasize the importance of the responsibility of the parent to supervise student use of the resources and maintain communication with the school regarding any change in condition of the checked out device(s).

IT security remains a top priority for PTAA. The hotspots will have a set password and controls, which students and parents will be provided with device checkout. These passwords will be protected and reset as needed to protect student and school information. Any information regarding security updates to the any of the devices will be handled by the Technology Coordinator via remote installation (if after hours) or in person installation when the device is brought to campus. Since devices are expected to be used to enhance student learning that occurs within and as an extension of school, students will be expected to bring the devices to campus daily. Carrying cases may be provided for students and parents based upon ongoing program feedback intended to determine and fill gaps to fit the best needs of the students and to protect school property.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057850

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA's curriculum and instruction very heavily aligns with the problem/project based learning model, which is a student-centered instructional model in which learners work collaboratively to develop innovative solutions to complex, standards-based problems focused upon authentic learning experiences that might be encountered in the real world (Savery, 2006) while emphasizing the development of 21st century competencies, such as collaboration, innovation, critical thinking, and presentation. Within the PBL-based curricula at PTAA, technology plays a critical role in engaging students to explore and understand new concepts. PTAA curricula and instructional choices adhere to the philosophy that student learning is impacted more when students can generate their own understanding through experiences rather than being told what is important, as is often the case with reformed teaching practices focused upon problem solving. Because of the real world emphasis in PBL, these units are often taught in an interdisciplinary fashion, while emphasizing the ability of problem solvers across disciplines to develop innovative solutions and then communicate and defend their justifications to peers and other relevant communities. As such, technology is an integral part of the PTAA curriculum, instruction, and practices because students must use technology to communicate and defend their solutions on a local, national, and global scale. To accommodate the critical need for technology, PTAA practices and procedures are designed to encourage student and teacher access and continued use of technology to innovate, collaborate, and evaluate/reflect upon their learning experiences while also teaching responsible use of resources. PTAA district goals require that teachers and students continuously improve technology and digital literacy skills as outlined in the Texas Long Range Plan for Technology. For example, PTAA goals are for all teachers to demonstrate proficiency in technology literacy.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PTAA's curriculum and instruction very heavily aligns with the problem/project based learning model, which is a student-centered instructional model in which learners work collaboratively to develop innovative solutions to complex, standards-based problems focused upon authentic learning experiences that might be encountered in the real world (Savery, 2006). Within the PBL learning environment, technology plays a critical role in engaging students to explore and understand new concepts. Jonassen, Peck, and Wilson (1996) describes technology as "the designs and environments that engage learners" (p. 12). Similarly, Hannifin et. al (1997) states that technology can both limit and expand "how information is processed and used" within the classroom. In foundation curriculum courses, PTAA teachers expose students to a variety of technological applications intended to add dimension to their courses. Students are encouraged to use software such as Microsoft powerpoint, Prezi, PowToons, etc. to deliver engaging audiovisual presentations to a variety of audiences in English and Social Studies core courses. In these courses, students complete research papers utilizing peer-reviewed scholarly articles available on online resources, such as EbscoHost and JStor. In Science courses, students learn to utilize spreadsheet software, such as Microsoft Excel or Google Suite, to collaborate with each other, collect and analyze data, as well as complete virtual labs using programs such as PHET Simulations and the STEMscopes curricula resources. In Mathematics, students have the opportunities to participate in individualized learning activities to support their needs for enrichment or intervention, through the use of resources such as Khan Academy, Study.com, or Brain pop. Last, students even have the opportunity to develop software applications as well as use Computer-aided- Design (CAD) software in the Project Lead the Way courses, offered as STEM electives to all students. As part of the unique PTAA design, students are both encouraged to begin dual credit courses as early as 9th grade to be able to earn an associates degree by graduation as well as encouraged to participate in an independent study in the student's senior year with an industry mentor. At PTAA, students are encouraged to view technology as a tool to enhance our current lives in meaningful ways.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057850

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technological equipment purchased with grant funds will be provided at no cost to the students. As part of the infrastructure created by PTAA to ensure that students have the technical support needed, PTAA plans to implement a system for students who have the highest need for access to technology as reported by the students and families.

PTAA considers infrastructure to include hardware, software and human beings whose skills and proficiencies are necessary to use the technical components. PTAA has hardware available and the connecting peripherals such as network connections, and the resulting communications capabilities to allow the devices to function properly. The infrastructure provides the foundation for software applications, computer programs, and the TEKS content. The software used by PTAA-Mesquite reflects up to date research-based, effective practices programs. The technology - based curriculum, teaching tools and assessments are measureable and effective in preparing students for the challenges and opportunities of the 21st century. The district will hire a technology coordinator who will work with the grant coordinator, superintendent and campus principal to ensure adequate capacity and resources are available to meet the needs of this program. PTAA is confident it has adequate infrastructure to support the devices and software.

The devices will run on the provided AT & T hotspot internet access when not at school. The permissions, passwords, and general access features on these devices will have the same setting as the school local area network (LAN). Once the devices are on campus, computer devices will connect to the school LAN automatically. In order to support the extra 100 devices purchased in this program, PTAA will broaden its LAN as needed. Any areas of trouble shooting experienced by the devices while on campus will be handled by the technology coordinator. Any technical support students may need while off campus will need to be reported to the school utilizing the service ticket system, whereupon the technology coordinator will collect and examine the device to make any needed repairs. Devices that cannot be repaired by the technology coordinator will be analyzed by outside consultants using the device warranty, insurance, or costs paid for by the school.

Devices not in use by students will be securely stored by the Technology Coordinator, who will also be responsible for regularly checking the devices for software updates and general upkeep.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057850

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon the awarding of the Technology Lending Grant, PTAA plans to notify students and parents of the impending availability of resources to students on a temporary basis to support instructional activities. This notification will be in the form of a consent letter to parents, notifying them of the following items: the limited number and types of devices available to students, the maximum number of devices that can be checked out per student, procedures and locations related to check out, the responsible use policy, and information concerning steps to taken in the event of loss or repair to the device(s). In order for students to be eligible to check out devices, the parents/guardians will need to sign, date, and return the package to the campus. Parents may choose to opt in to the program at any point in the school year, thereby allowing their students to participate in the program. The campus Technology Coordinator, along with the campus Principal and other designated campus leadership, will be responsible for overseeing the entire program, including maintaining up-to date records of student eligibility to check out devices. Grant funds will be used to purchase a total of 50 portable tablets and laptops as well as 25 portable hotspots for student use. Documentation on the condition of the device at check-out and again at check-in will be maintained to determine if any damages were done while in possession of the student. PTAA will reserve the right to restrict checkout, remove privileges and take appropriate necessary disciplinary action if a student is in violation of the Responsible Use policy. If the device(s) is lost, damaged or not returned, the student is responsible for the cost of the device(s). Stolen devices will need to be reported to the school immediately. In the event that the device is lost or stolen, the student and parent may be responsible for replacement and reimbursement of loss and damages to the campus; however, final determination will be on a case-by-case basis.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus Technology Coordinator will be responsible for maintaining up-to date records of all technological devices in the school's possession, including those devices purchased through the grant program. The devices will be provided a unique identification code, by which it will be identified in the school's systems. These records will link the unique code to any students who have checked out the device in the past and those who currently have the device in their possession. Any items not currently checked out to students will be maintained in a secure, designated location with limited access available only to designated personnel. These items will be regularly checked to ensure working condition while in storage/awaiting checkout. Upon checkout of devices to students, the technology coordinator will complete and maintain documentation regarding the condition of the device at check-out, which must be signed and dated by the student, parent, and the technology coordinator. Upon check in, the same form will be used to assess the condition of the device(s) at the time. If damages occur during the student's possession, PTAA will develop a system (online and paper) for the generation of a service ticket for the device. These service tickets will also be tracked to provide up-to-date reports of the condition of each device. Utilizing any insurance or extended warranty on the device (utilizing school funds rather than grant funds), PTAA will resolve the problems, or issue the student a new device for use, provided the damage is not due to student or parent misconduct/violation of the campus policies regarding acceptable device use. The school reserves the right to restrict checkout, remove privileges and take appropriate necessary disciplinary action (at principal's discretion) if a student is not upholding their responsibility or exhibits any misconduct with regards to use of the device or for any other reason the principal or designee determines. If the device(s) is lost, damaged or not returned, the student is responsible for the cost of the device. If the device is stolen while at home, the student should contact the police and bring a copy of the police report to the school. If stolen while at school, the student should notify the school as soon as possible. .

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: